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out of the material and for the purpose, because it does not yet recognize clearly the needs and tastes of the child. But it should be, and it will be, a source of artistic pleasure and imaginative enlargement to the children to whom it is given.

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Language Lessons from Literature. By ALICE WOODWORTH COOLEY assisted by W. F. WEBSTER. New York: Houghton, Mifflin & Co., 1903. Book I, pp. xv, 200; Book II, pp. xxx, 389. Appendix, pp. 26.

THE evolution of the language book would make a most interesting subject for study. Ever since the revolt against formal English grammar in the elementary school, so-called language books have appeared and disappeared at frequent intervals. They have disappeared because no one seemed to have the courage to write a book on language that should frankly be what its name implied. Most of the books that have been written have contained too much grammar thinly disguised as language lessons, the facts of language in them being smothered under pages of examples of detached sentences selected chiefly for their ethical value. Recently, however, a few good language books have been published—books which, like these of Mrs. Cooley's are destined to crowd the introduction of a text-book in formal English grammar up into the last year of the elementary school.

Mrs. Cooley's reasons for writing her books are clearly and convincingly given in the preface to Book I and she has actually written the books that her preface leads one to expect. There is no indefiniteness of aim either in stating her convictions, or in developing her methods.

The first lesson is admirably selected to hold the interest of the child. It is a delightful lesson on one of Murillo's inimitable pictures of children and is handled most skilfully. This is followed by poems, and stories in prose, that the child may realize that thought may be expressed either by brush or pen—by picture, poetry, or prose. By means of the story the idea of the sentence is developed; then the paragraph. Before Book I is finished, if the teacher has caught the spirit of Mrs. Cooley's book, the child has become acquainted with much fine literature, and has also been made familiar with correct forms, and good usage in simple English construction.

The plan of the first book is continued in the second. The selections are admirable and show not only a fine appreciation of literary values, but also a sympathetic knowledge of what will go straight to the heart of a child. Throughout both books great attention is given to content as well as form, and nowhere is time or energy wasted on that which is immaterial or uninteresting. Indeed, the books stand for discriminating and exquisitely sympathetic work. The atmosphere of the books is wholesome and invigorating, and every lesson is full of suggestion. Mrs. Cooley makes much of the voice of the teacher by frequently asking her to lend the beauty of her voice "to the rhym of the poet." When in the development of a lesson a fact about language is needed, it is given simply and concisely. The child is even asked to stop and learn a rule, if that rule will help him in applying the principle involved. The entire presentation of subject-

matter is simple and natural, and appeals to one's sense of the eternal fitness of things. The supplementary lessons in Book II give valuable practice in the correct use of words commonly misused and there are many exercises to aid in acquiring a good vocabulary.

No class of pupils can be guided through these two books without acquiring a good degree of fluency in the use of English, and a habit of discriminating observation. These books are an excellent preparation for the training in thinking afforded by the study of formal English grammar.

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History for Graded and District Schools. By ELLWOOD WADSWORTH KEMP.
Boston: Ginn & Co. Pp. 537. \$1.

THE subject of general history is presented to children in a comprehensive manner in this book of 537 pages. Beginning with the primitive Aryan and running through the general racial movement, the story ends with the development of the United States on the American continent.

The work is divided into eight grade periods, the primary outlines being suggestions for the teacher. The style is pleasant, and the young reader is led through Egypt, Israel, Greece, Rome, and modern Europe by easy stages. The full swing of action running through the stories of the ancient nations will catch and hold the attention of any child of elementary-school age.

Commencing with the fifth grade, the pupil is given a course in the causes that have produced modern civilization. Among the causes enumerated, one, the Reformation, leads the author into an exhaustive discussion of the religious questions of the sixteenth and seventeenth centuries, as well as into an analysis of the monastic life of all the Christian ages. It is an open question as to whether any child of the fifth grade is prepared to understand or to feel an interest in the merits of the Lutheran contest with papal authority in the sixteenth century, when told in detail. While the wisdom of a discussion of this and kindred subjects in a class of high-school or college students, alive to the side influences of home training, may be granted, the passivity and helplessness of the child of eleven or twelve years should shield him from the religious bias of the teacher.

The subject, Teutonic self-government, is an abstraction to a pupil of the sixth grade. Charters, bills, and petitions do not appeal to his desire for action. The movement of the early grades is lacking in the latter part, while generalizations and deductions are supplied.

The history work of the elementary school should give the child the story of man, and lead him to make his own deductions in the fulness of more mature development.

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